Master of Arts in Education Concentrations:

Initial Licensure
Diverse Needs: Teaching English as a Second Language

Add-On Endorsement/Certification
Literacy: Reading Specialist
Diverse Needs: Teaching English as a Second Language

Non-Licensure/Endorsement
Literacy Agent
Curriculum & Instruction: Elementary, Middle or High School
Restorative Justice in Education
Diverse Needs:
  Teaching English as a Second Language
  Trauma and Resilience in Educational Environments
  Special Education

Graduate Certificates
(non licensure/endorsement)

Restorative Justice in Education
Trauma and Resilience in Educational Environments (VA only)
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What is the Conceptual Framework of the Graduate Teacher Education Unit?

Teaching boldly in a changing world through an ethic of care and critical reflection

The Conceptual Framework articulates a shared vision for Eastern Mennonite University’s Teacher Education Program in its efforts to prepare educators for P-12 classrooms. The Conceptual Framework, in alignment with state, national, and specialized professional association standards, provides direction for Teacher Education’s programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. Included in the Conceptual Framework is an articulation of the Teacher Education Program’s particular perspective, which will characterize EMU’s teacher pre-service and MA graduates.

Eastern Mennonite University Mission Statement

Identity
A leader among faith-based universities, Eastern Mennonite University emphasizes peacebuilding, creation care, experiential learning, and cross-cultural engagement. Founded in 1917 in Harrisonburg, Virginia, EMU is an educational institution of Mennonite Church USA. EMU serves students of diverse religious and cultural backgrounds and confers undergraduate, graduate, and seminary degrees.

Mission
EMU educates students to serve and lead in a global context. Our Christian community challenges students to pursue their life calling through scholarly inquiry, artistic creation, guided practice, and life-changing cross-cultural encounter. We invite each person to follow Christ’s call to

- bear witness to faith,
- serve with compassion, and
- walk boldly in the way of nonviolence and peace.

Vision
EMU envisions a learning community marked by academic excellence, creative process, professional competence, and passionate Christian faith, offering healing and hope in our diverse world. To this end, we commit ourselves to

- do justice,
- love mercy, and
- walk humbly with God.

Shared Values
EMU embodies the enduring values of the Anabaptist tradition:

- Christian discipleship,
- community,
- service, and
- peacebuilding.

Together we worship God, seek truth, and care for God’s creation.

Approved by the EMU Board of Trustees
June 28, 2008
What Mission and Beliefs Guide the Education Department?

The mission of the EMU graduate teacher education program is to increase professional knowledge and competence among current practitioners by developing leadership, becoming agents of change who advocate for children and youth, promoting caring learning environments, and teaching boldly in a changing world through an ethic of care and critical reflection. The teacher education program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These reflective educators will offer healing and hope in a diverse world.

The mission and vision are based on the following beliefs:

- We believe in the integration of Anabaptist principles within the profession of teaching emphasizing community, caring relationships, service to others, peacebuilding and conflict transformation, and stewardship of resources.
- We believe that candidates are best prepared through a rigorous program that seeks connections across disciplines and cultures.
- We believe in a reflective teaching model that cultivates inquiry in teaching, promotes an ethic of care, and ensures learning for each learner.
- We believe in the integration of theory and critical reflective practice through purposeful and systematic teacher practitioner experiences in university classrooms and action research embedded in field experiences within P-12 settings.
- We believe that candidates have the power to serve as collaborative change agents with an ethical obligation to meet the needs of each learner.
- We believe that it is important for all candidates to respect and value cultural diversity, and to relate to students and communities in culturally appropriate ways.
- We believe that faculty nurture, model, and enact the qualities expected of candidates through engagement with the departmental learning community and broader professional contexts.

Approved by COTE February 5, 2013

What are the Knowledge Bases that Inform the Conceptual Framework?

Positioned in a university with religious and cultural roots in an Anabaptist tradition, the education department acknowledges and confronts the changing and complex nature of schooling and schools. Aware that education has promise to build democracy and increase societal equity, we also recognize that systematic tendencies often allow schools to perpetuate unjust racial and class divisions. In our work with candidates and in our collaborative scholarship, we seek to address the tensions embedded in teaching and learning with an ethos of care, a commitment to justice, and a critical and sustaining hope. These commitments are anchored in religious and moral values embraced by Anabaptists for nearly 500 years and informed by educational theorists and theories including, but not limited to, John Dewey, Lev Vygotsky, Paulo Freire, Nel Noddings, and Jerome Bruner. As we prepare teachers for a changing world, a world that is increasingly technological, multicultural, postmodern, and secular, we do so by incorporating the distinctive themes of Anabaptist faith into the ethos and pedagogy of education (Roth, 2011). We also work with a keen awareness that “teachers who re-imagine teaching as a set of critical practices disrupt
The normative patterns of society and open up spaces for new voices to be heard” (Leland & Harste, 2000, p. 6).

The ultimate goal of teacher education at EMU is to provide learning experiences through which each candidate develops a stance of inquiry leading to informed, theoretically grounded, pedagogical decision-making. Embedded in this stance, as defined by Cochran-Smith and Lytle (2009), is the expectation that practitioners in education “work in alliance with others to transform teaching, learning, leading, and schooling in accordance with democratic principles and social justice goals” (p. 118). It is in keeping with Anabaptist theology embodied at EMU that beliefs are synonymous with actions. The EMU teacher education program demonstrates the related conceptual understanding of teaching as praxis, a problem-posing cycle of learning, acting, and reflecting on that action, espoused by Freire (1970) and built upon by a range of theorists. Critical praxis as a model of teaching and learning is not only about theory informing practice, but also about practice informing theory (Yost, Sentner, & Forlenza-Bailey, 2000). According to Freire (1970), praxis is “reflection and action upon the world in order to transform it” (p. 51). Thus, it is the aim of the EMU program to foster candidates who integrate theory and practice in dynamic ways for the purpose of transforming teaching and learning, schools and communities.

This dynamic concept of transformative teaching and learning as the enactment of critical praxis is complex and multi-faceted. Nurturing candidates as they experience and develop a model of teaching and learning in this way involves richly layered strands of program coordination. The development of this stance is shaped and supported by the program’s philosophical foundations in an ethic of care, constructivism, reflective practice, and expanding literacies for the 21st century.

An Ethic of Care

The university’s general education framework is drawn from the biblical text Micah 6:8, which calls us “to do justice, love mercy, and walk humbly with God.” The teacher education program is committed to culturally responsive teaching, peacebuilding, and restorative approaches in which critical caring within just relationships is paramount. We expect our candidates to reflect a willingness to listen and attend differentially to student needs and to promote school environments where students are treated with respect and learn to treat one another with respect (Lantieri & Patti, 2002). Regardless of cultural, intellectual, or gender differences, an ethic of care respects the multiple talents and capacities of all individuals and preserves the dignity of all persons. We aim to prepare teachers who will successfully pursue an ethic of care as they build student-oriented classroom communities focused on student learning (Caldwell, 2008).

Caring is a way of being in relationship with others (Noddings, 2005). Goldstein (2002) believes that “the ethic of care provides a way of thinking about caring that repositions the concept, transforming it from a personality trait to a deliberate and decisive act” (p. 16). Noddings (2003a) distinguishes between the concepts of caring for and caring about and describes caring for as a reciprocal, responsive, and relational transaction between the carer and the cared-for. In contrast, caring about is a response to an idea or large, distant group of people, such as caring about starving children in another country. In caring for, the teacher meets the needs of students with diverse interests and abilities (Noddings, 2003b). Gay (2000) describes this caring as “multi dimensional responsiveness” which “places teachers in ethical, emotional and academic partnerships and speaks especially to the expectations teachers have of their students” (p. 62). Katz (2007) characterizes this concept of caring for as “professional caring” in which the teacher cares for the student as a learner.

Such caring is not simple or rhetorical; critical care requires action. It moves intentionally beyond what Duncan-Andrade (2009) identifies as “false caring” through which “the more powerful members of a the relationship define themselves as caring despite the fact that the
recipients of their so-called caring do not perceive it as such” (p. 183). Many educators care about students; EMU’s teacher education program recognizes that meaningful caring requires that educators “stand firm against racism, injustice, centralized power, poverty and other gross inequities throughout society for it is these conditions that diminish the dignity and debilitate the hopes of too many young people” (Beane & Apple, 2007, p. 13). Teachers who embody and enact critical caring demonstrate “high performance, expectations, advocacy, and empowerment of students” through “their use of pedagogical practices that facilitate school success” (Gay, 2000, p. 62).

Caring is also enacted through restorative approaches in education (Amstutz & Mullet, 2005). A restorative framework relates both to nurturing relational behaviors in school settings and to building inclusive school communities. Recognizing that the aim of the teacher is to engage each student as learner, EMU teacher education nurtures candidates in valuing school discipline that mediates wrongs and restores relationships among all participants in the learning community. Also aware that differences in culture, ethnicity, race, skill, ability and behavior create rich and vibrant learning experiences, EMU candidates are nurtured to demonstrate caring by attending to the needs of diverse learners and the contributions of each to the learning community.

An ethic of care shapes many aspects of teacher education at EMU. It informs our program outcomes and the development of candidates’ knowledge, skills, and dispositions. For example,

- Care about Scholarship requires that teachers understand and master the central concepts, tools of inquiry, and structures of the discipline(s) in order to engage students in meaningful learning.
- Care about Inquiry requires critical thinking about theory and practice, ethics and values, personal reflection and conduct.
- Care about Professional Knowledge requires that teachers reflect on their practice to improve student learning as well as to employ instructional strategies to further develop students’ critical and creative thinking skills.
- Care about Communication requires attention to detail in written and spoken language as well as a desire to listen and understand others with appreciation for the cultural dimensions of communication. Technology and media are used to facilitate student learning.
- Care about Leadership requires professional development and transforming approaches to education through advocacy for children and youth.

**Constructivism**

The philosophical base for the teacher education program is further informed by the theory of constructivism. Constructivism is a ubiquitous term that represents both a theoretical position and a set of instructional principles. For example, Fosnot’s (1996) understanding of constructivism is primarily theoretical, driven by a post-structuralist understanding of psychological theory that “construes learning as an interpretive, recursive, building process by active learners interacting with the physical and social world” (p. 30). Henderson’s notion of constructivism, by contrast, represents a more pedagogical understanding, viewing constructivist instruction as “any deliberate, thoughtful, educational activity that is designed to facilitate students’ active understanding” (Henderson, as cited in Fosnot, 1996, p. 9). The constructivist approach taken by the EMU teacher education program seeks to integrate theory and practice, recognizing the importance of both practice grounded in theory and theory practically applied.

While acknowledging various approaches to constructivist instruction, our conceptual framework is rooted in constructivist theory. Based on the foundational theories of both Piaget and Vygotsky, constructivists share the notion that learners are actively constructing their own understanding of concepts and are not mere recipients of knowledge that is passed along to them.
While Piaget viewed this construction of knowledge as primarily occurring in the mind of the individual learner, Vygotsky (1978) emphasized the importance of social interaction in constructing knowledge. We value both perspectives and work to enhance the individual learning capacity of each student, while at the same time, acknowledging the sociocultural contexts of learning. This awareness of the “social, cultural, political embeddedness of teaching-learning is essential” (Gallagher, 2003, p. 132) and fosters the growth of transformative leaders, who not only engage in the realities of what exist but who also actively engage in social and cultural transformation.

Consistent with Vygotsky’s sociocultural theory of learning, we view students and teachers as actively participating in a community of learners where knowledge is synergistically constructed through social interaction between all members of the learning community. In that the act of teaching cannot be distinguished from the act of learning, teachers using a constructivist approach see themselves as co-learners with their students and value the assets of each member of the learning community. While a variety of instructional approaches might be used within a constructivist framework, the primary emphasis is on student questioning, active learning, creative problem solving, and collaboration. In such learning communities, teachers and students alike take responsibility for assessing and solving problems collaboratively, not through mechanistic “cook book” recipes, but by asking, “What decisions should we be making,” “On what basis do we make these decisions,” and “What can we do to enhance learning?”

Reflective Practice

The philosophical base is also informed by the understanding that reflection is at the heart of practice (McEntee et al., 2003). Reflective practice is an “iterative process rather than a one-off event, involving repeated cycles of examining practice, adjusting practice and reflecting upon it, before trying it again” (Grushka, McLeod, & Reynolds, 2005, p. 239). The reflective process, both reflecting-in-action and reflecting-on-action (Schon, 1993), allows the teacher to create meaning around practice. The new understanding that comes from reflection acts as the starting point for adapting one’s practice (Kahn et al., 2006). Reflective teachers are able to carefully examine and analyze their teaching with the goal of gaining new insight and understanding into their own teaching, which increases their own capacity for learning as knowledge, skills, and dispositions change, and use the new understanding to improve student learning (Costa & Garmston, 2002).

Such reflective action and teaching, seen as a cycle of critical praxis intended to transform, requires support and development for candidates over the span of the program. Coming to see teaching, learning, and schooling from multiple perspectives and defined by competing agendas creates cognitive dissonance for many becoming teachers. The literature suggests there is a strong tendency for candidates, despite the philosophies of their teacher education programs, to revert to the teaching styles they experienced as K-12 students (Yost et al., 2000). Duncan-Andrade and Morrell (2008) note that this return to familiar models reproduces what Freire (1970) calls the banking model. Through a combination of coursework, collaborative processes, individual reflection, and consistent practicum experiences throughout the program, our candidates are nurtured in critical reflection in order to see and respond to elements of schooling that often go unnoticed. The EMU program demonstrates commitment to developing critical reflection through which candidates move beyond descriptive awareness of classroom events to critical reflective action. Such action includes acknowledgement of productive tensions and transformative action in teaching and learning.

Critical reflection is the process of analyzing, reconsidering and questioning experiences within a broad context of issues related to social justice, curriculum development, learning theories, politics, and culture (York-Barr, Sommers, Ghere, & Montie, 2006). Critical reflection
requires an acknowledgement that teaching can empower or oppress. With an intentional focus on critical reflection, teachers can begin to question their assumptions about power structures within the classroom, create conditions where all voices are heard and where educational processes are open to negotiation, and create connections between educational outcomes and students’ values and experiences (Brookfield, 1995). It is through the application of critical reflection that caring teachers will have the courage and competences to become effective agents for just learning communities (York-Barr et al., 2006).

Expanding Literacies for the 21st Century

We recognize that the teaching and learning of literacies for the 21st century is more complex and socio-culturally influenced than mastering a set of isolated and politically neutral language skills. Our program’s concern for literacies is informed by works such as Heath’s (1983) *Ways With Words* and the view that literacy, traditionally defined as reading and writing, is one aspect of an ethnographic understanding of communication. We also note the significant expansion of what counts as student literacy in and out of school settings as noted within New Literacy Studies (Gee, 1996; Street, 2001). Additionally, we share a growing concern for critical literacy and a commitment to literacy instruction that invites students to “read the world” (Freire, 1970). This rich foundation informs our attention to 21st century literacies including: technological proficiency with attention to equity, teaching within and across current educational tensions, and collaborative and ethical communications.

One aspect of technological proficiency in 21st century teaching is the functional use of a variety of technology tools (e.g. Smartboards, iPads, digital cameras, digital storytelling, blogging, online communities). Literacy skills for teaching and learning in the 21st century, however, are not limited to technological skills. Grabill and Hicks (2005) note, for example, that “writing instruction must equip students with the tools, skills, and strategies not just to produce traditional texts using computer technology, but also to produce documents appropriate to the global and dispersed reach of the web” (p. 305). Teaching and learning with powerful tools of technology are essential for our candidates but only in relation to the ways that evolving technological literacies are used to expand the production, analysis, and evaluation of texts.

Teaching also requires more subtle 21st century literacy skills. Effective and dynamic teaching requires that teachers enact what Hines & Johnson (2007) call “Systems Literacies” and “Strategic Literacies.” The fluidity of the educational landscape requires that we prepare flexible, reflective, and critical educators who understand and enact hybridized approaches to teaching and learning in response to mixed messages. Such teachers recognize that school systems favor and disfavor theoretical approaches over time and position teachers and students within current dominant views. Shifts in the educational terrain are evidenced in overt political policies, in subtle sociocultural expectations, and in the rapidly evolving literacies of technology and media. With awareness of systems literacies and strategic literacies, we support candidates toward the goal of enacting teaching that simultaneously aims for theoretical ideals and attends to current (and shifting) realities.

In addition to technological proficiency and systems literacies, teaching and learning with 21st century literacy skills require collaborative and ethical community involvement. Our candidates will teach in educational climates that are changing. As Roth (2011) describes, “The context of our work is constantly changing, which requires communities to adapt and change in response. This means that healthy communities will always need to balance the inevitable diversity of individual difference and the constant reality of change with a deeper sense of coherence and a shared commitment to a larger whole” (p. 105). Understanding teaching as praxis involves posing and solving problems within communities and across cultural differences in a changing world. As
candidates reflectively attend to deeply held and shared values, they must also be responsive to group dynamics in classrooms and in collegial groups. Such skills are not new to the demands of teaching, yet the dynamic nature of change, global community, and sustainability in the current era of education increase the value of a diverse range of teaching and learning literacies. EMU’s candidates are teachers and learners who will employ a wide range of 21st century literacies to meet and adapt to a changing world.

Approved by COTE May 8, 2012

What are the Advanced Candidate Performance Outcomes?
These outcomes represent the core courses in the MA curriculum taken by all MA candidates and are expanded further within each concentration area.

Scholarship: to acquire advanced knowledge through core curriculum and to organize and integrate that knowledge into professional practice.
- define and provide a rationale for constructivist practice from both professional and theoretical bases
- plan for learning environments, including the use of technology, using constructivist practice

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions, and to engage in action research for educational change and student learning enhancement.
- examine assumptions, purposes and the nature of schooling, recognizing controlling personal and environmental factors involved
- analyze the different models and purposes of qualitative and quantitative modes of inquiry
- design and implement an action research project

Professional Knowledge: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices.
- enact constructivist practice through plan-act-observe-evaluate cycle
- create centers of inquiry in the classroom that support reflective practice

Communication: to develop communication strategies (verbal, nonverbal, and technological) that support collaboration and resourcefulness to advocate for self as teacher, colleagues, parents, and students.
- facilitate teaming and collaborative practices in educational settings
- communicate productively across ideological and cultural differences
- use electronic technologies to access, manage and exchange information for sound problem-solving and decision-making

Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes restorative peacebuilding in diverse settings.
- discover, create, and use conflict resolution resources and skills informed by research and ecological assessment to manage classroom environments effectively
- develop an integrated peace curriculum appropriate for an identified socio-cultural context

Leadership: to act as a social change agent by working collaboratively to bring about fair and just systemic change within educational contexts.
- disseminate information and share professional knowledge with colleagues
- advocate for systemic improvement through collaborative practices

Approved by COTE February 5, 2013
## Concentration Area Outcomes

### LITERACY CONCENTRATION

#### MA PROGRAM OUTCOME 1. SCHOLARSHIP:

To acquire advanced knowledge through core curriculum and to organize and integrate that knowledge into professional practice.

**Literacy Concentration Outcomes:**
- Acquire knowledge of the cognitive, linguistic, socio-economic, and environmental factors that influence literacy development
- Examine and reflect on the interactive, constructive nature of literacy
- Acknowledge relationships among speaking, listening, reading, writing, and thinking
- Examine the interactive nature and multiple causes of reading and writing difficulties
- Articulate the impact that language and cultural differences have on literacy development

#### MA PROGRAM OUTCOME 2. INQUIRY:

To generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions, and to engage in action research for educational change and student learning enhancement.

**Literacy Concentration Outcomes:**
- Summarize seminal reading studies and articulate how these studies impact literacy instruction
- Identify the developmental stages of reading, writing, and spelling across preK-12 environments
- Pose questions that lead to investigation of complex socio-cultural factors that affect literacies

#### MA PROGRAM OUTCOME 3. PROFESSIONAL KNOWLEDGE:

To acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices.

**Literacy Concentration Outcomes:**
- Create integrated literacy instruction that incorporates research-based practices of reading, writing, oral language, spelling, and critical thinking
- Use a variety of books, technology-based information, and non-print materials that represent multiple levels, broad interests, and cultural and linguistic backgrounds
- Identify students’ strengths and weaknesses in relationship to phonemic awareness, word identification, phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation
- Use assessment information to plan, evaluate, and revise effective literacy instruction that meets the needs of diverse populations
- Reflect on current practice and adjust instruction based upon knowledge of research, practice, students, and assessment
- View professional development as a career-long effort and responsibility

#### MA PROGRAM OUTCOME 4. COMMUNICATION:

To develop communication strategies (verbal, nonverbal, and technological) that support collaboration and resourcefulness to advocate for self as teacher, colleagues, parents and students.

**Literacy Concentration Outcomes:**
- Communicate assessment information to various audiences for both accountability and instructional purposes
- Work with colleagues to observe, collaborate, evaluate and provide feedback on each other’s practice

#### MA PROGRAM OUTCOME 5. CARING:

To develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes restorative peacebuilding in diverse settings.

**Literacy Concentration Outcomes:**
- Provide learning environments that support culturally and linguistically diverse students in areas of language development, reading and writing acquisition
- Recognize that literacy can be an act of empowerment, embedded in a cultural discourse, and as such empowers children and families from diverse backgrounds to become advocates for themselves
- Identify the political-social environment of literacy programs in order to negotiate literacy goals among stakeholders in school and communities
MA PROGRAM OUTCOME 6. LEADERSHIP: to act as a social change agent by working collaboratively to bring about fair and just systematic change within educational contexts.

Literacy Concentration Outcomes:
- model reading and writing for real purposes in daily interactions with students and education professionals
- design and develop programs and structures for paraprofessionals and teachers that create opportunities for students to succeed in literacy
- assists educational professionals in the design and delivery of research-based reading instruction (i.e. instructional practice, curriculum materials, and assessment tools)
- understand and strive to influence local state or national policy decisions

Approved by COTE February 5, 2013

DIVERSE NEEDS CONCENTRATION

MA PROGRAM OUTCOME 1. SCHOLARSHIP: to acquire advanced knowledge through core curriculum and to organize and integrate that knowledge into professional practice.

Diverse Needs Concentration Outcomes:
Special Education Emphasis:
- acquire knowledge of special education foundational theories, applicable laws, due process, and ethical principles as a basis for behavior management, collaboration, instructional practice and assessment

Teaching English as a Second Language Emphasis:
- acquire knowledge of current research and best practice to develop and implement a TESL program that is responsive to the linguistic, cultural, literacy, and academic needs of the individual student and to the mission of the local academic

Trauma and Resilience in Educational Environments concentration:
- in progress

MA PROGRAM OUTCOME 2. INQUIRY: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions, and to engage in action research for educational change and student learning enhancement.

Diverse Needs Concentration Outcome:
- design and implement an action research project on a diverse needs topic

MA PROGRAM OUTCOME 3. PROFESSIONAL KNOWLEDGE: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices.

Diverse Needs Concentration Outcomes:
Special Education Emphasis:
- demonstrate advanced ability to utilize formal and informal assessments to design long and short term learning experiences that are individually designed, enhance language development, and value cultural diversity
- identify effective instructional, behavioral, and assessment strategies, informed by current research and best practice, that promote challenging learning results, and generalization of skills across environments and lifespan for students with exceptional learning needs

Teaching English as a Second Language Emphasis:
- design a curriculum that facilitates the acquisition and use of a new language in and out of the classroom setting for social and academic purposes, including listening, speaking, reading and writing
- use a variety of assessment tools to effectively design techniques for integrating English listening, speaking, reading and writing, and for accessing the core curriculum
- explain and effectively demonstrate the rules and patterns present in the English language system (pronunciation, grammar, phonology, morphology, and usage)

Trauma and Resilience in Educational Environments concentration:
- in progress

MA PROGRAM OUTCOME 4. COMMUNICATION: to develop communication strategies (verbal, nonverbal, and technological) that support collaboration and resourcefulness to advocate for self as teacher, colleagues, parents and students.

Diverse Needs Concentration Outcomes:
Special Education Emphasis:
- develop collaborative strategies for preparing students with ELN to make productive transitions in a way that encourages self-advocacy and increased independence
- use electronic technologies to access, manage and exchange information for sound problem-solving and decision-making

Teaching English as a Second Language Emphasis:
- develop learning environments which includes an effective modeling of the target language and demonstrates an understanding of how cultural identity affects language learning and school achievement
- develop collaborative communication strategies for advocating for students and families
- use electronic technologies to access, manage and exchange information for sound problem-solving and decision-making

Trauma and Resilience in Educational Environments concentration:
- in progress

### MA PROGRAM OUTCOME 5. CARING:

*to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes restorative peacebuilding in diverse settings.*

### Diverse Needs Concentration Outcomes:

**Special Education Emphasis:**
- analyze models based on current research, for integrating students with exceptional learning needs, including those from culturally and linguistically diverse backgrounds, across learning environments

**Teaching English as a Second Language Emphasis:**
- develop partnerships and advocate for those from linguistically and culturally diverse backgrounds and provides for a learning environment that supports the student in accessing the core curriculum

**Trauma and Resilience in Educational Environments concentration:**
- in progress

### MA PROGRAM OUTCOME 6. LEADERSHIP:

*to act as a social change agent by working collaboratively to bring about fair and just systematic change within educational contexts.*

### Diverse Needs Concentration Outcomes:

**Special Education Emphasis:**
- identify the components of ethical and professional practice which allow special educators to engage in learning communities that benefit individuals with Exceptional Learning Needs, their families, colleagues and their own professional growth

**Teaching English as a Second Language Emphasis:**
- critique proposals for language policy and advocacy in multilingual settings and provide collaborative leadership and advocacy to improve learning for all ESL students

**Trauma and Resilience in Educational Environments concentration:**
- in progress

*Approved by COTE February 5, 2013*
**CURRICULUM AND INSTRUCTION CONCENTRATION**

**MA PROGRAM OUTCOME 1. SCHOLARSHIP:** to acquire advanced knowledge through core curriculum and to organize and integrate that knowledge into professional practice.

**Curriculum and Instruction Concentration Outcomes:**
- examine and evaluate curriculum theory based on current research
- analyze current research-based models and practices for creating learning environments responsive to students of diverse backgrounds
- translate teaming theory and research into practice

**MA PROGRAM OUTCOME 2. INQUIRY:** to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions, and to engage in action research for educational change and student learning enhancement.

**Curriculum and Instruction Concentration Outcome:**
- design and implement an action research project on a curriculum and instruction topic

**MA PROGRAM OUTCOME 3. PROFESSIONAL KNOWLEDGE:** to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices.

**Curriculum and Instruction Concentration Outcomes:**
- articulate and design curriculum aligned with standards that addresses the needs of individual students
- adapt curriculum from a variety of perspectives including special education, alternative education, and multicultural education
- demonstrate knowledge of research-based instructional strategies that provide for differentiation and reflect cultural sensitivity
- design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners
- design and implement multiple strategies to assess learning of all students
- analyze collaborative instructional models which optimize learning for all students

**MA PROGRAM OUTCOME 4. COMMUNICATION:** to develop communication strategies (verbal, nonverbal, and technological) that support collaboration and resourcefulness to advocate for self as teacher, colleagues, parents and students.

**Curriculum and Instruction Concentration Outcome:**
- use electronic technologies to access, manage and exchange information for sound problem-solving and decision-making

**MA PROGRAM OUTCOME 5. CARING:** to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes restorative peacebuilding in diverse settings.

**Curriculum and Instruction Concentration Outcome:**
- value research and ethical bases for decision-making

**MA PROGRAM OUTCOME 6. LEADERSHIP:** to act as a social change agent by working collaboratively to bring about fair and just systematic change within educational contexts.

**Curriculum and Instruction Concentration Outcome:**
- advocate for systematic improvement through collaborative practices

*Approved by COTE February 5, 2013*
## RESTORATIVE JUSTICE IN EDUCATION CONCENTRATION (RJE)

**PROGRAM CORE GOAL:** to provide MA candidates with foundational knowledge in reflective practice and action research, constructivist practices, social and ethical foundations, and psychological foundations as experienced through the lens of peacebuilding and restorative practice.

**PROGRAM CORE OBJECTIVES:**

- define and provide a rationale for restorative justice in education from both professional and theoretical bases
- examine research-based restorative theories and practices that serve to create peaceful school and classroom environments
- examine assumptions, purposes, and the nature of schooling, recognizing the personal and environmental factors involved
- employ qualitative and/or quantitative research to design and implement an action research project related to restorative justice in educational settings

**PROGRAM OUTCOME 1. SCHOLARSHIP:** to acquire advanced knowledge through core curriculum and to organize and integrate that knowledge into professional practice.

**Specialty Area Outcomes: RJE Concentration:**

- examine the pedagogical foundations, theories, and practices related to restorative justice in education
- examine and reflect on the role of healthy relationships in effective teaching and learning
- acknowledge the interactive relationship between just and equitable learning environments and student behavior
- examine the role that conflict plays in learning and the potential of conflict to transform learning environments

**PROGRAM OUTCOME 2. INQUIRY:** to generate questions and use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions, and to engage in action research for educational change.

**Specialty Area Outcomes: RJE Concentration:**

- summarize seminal research related to relational pedagogies, culturally relevant teaching, and peacebuilding in education and examine their link to restorative justice in educational contexts
- investigate the ways in which educators facilitate just and equitable classroom climates that maximize instruction
- research and evaluate various approaches to responding to challenging student behavior and classroom/school conflicts that honors human dignity, builds peace, transforms learning and relating, and stops the cycle of harm.

**PROGRAM OUTCOME 3. PROFESSIONAL KNOWLEDGE:** to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instruction and assessment practices.

**Specialty Area Outcomes: RJE Concentration:**

- create instruction that integrates research-based restorative justice practices with theories of teaching and learning
- engage with a variety of practices that promote healthy schools and classrooms
- identify foundational principles of RJE and make decisions about pedagogy and practice consistent with those principles
- reflect on current disciplinary practices and adjust policy and practice based upon knowledge of research and foundation principles of restorative justice in education

**PROGRAM OUTCOME 4. COMMUNICATION:** to develop communication strategies (verbal, nonverbal, and technological) which support collaboration and resourcefulness to advocate for self as teacher, colleagues, parents and students.

**Specialty Area Outcomes: RJE Concentration:**

- communicate effectively with colleagues, parents, students, and administrators in ways that are consistent with values of RJE
- develop effective skills in listening to students, parents, and colleagues
- work with colleagues to promote school policies that facilitate just and equitable learning environments
- create spaces where students are equipped to communicate in ways that promote peace and reconciliation
<table>
<thead>
<tr>
<th>PROGRAM OUTCOME 5. CARING: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes restorative peacebuilding in diverse settings.</th>
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<tbody>
<tr>
<td>Specialty Area Outcomes: RJE Concentration:</td>
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<tr>
<td>• provide learning environments that support each student, academically, socially, emotionally, and physically</td>
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<td>• develop a philosophy of self-care and a repertoire of strategies for self-care</td>
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<tr>
<td>• support the empowerment of students, parents, and colleagues, particularly when conflicts arise between and among them</td>
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<tr>
<td>• promote educational practices that are relationship-driven and that promote respect, dignity, and safety for all students</td>
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</tbody>
</table>

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<td>Specialty Area Outcomes: RJE Concentration:</td>
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<td>• model growth mindsets and relational pedagogies that promote healthy school and classroom climates</td>
</tr>
<tr>
<td>• design and develop sustainable restorative justice programs and systems</td>
</tr>
<tr>
<td>• assist educational professionals in the design and delivery of research-based approaches to creating just and equitable educational environments</td>
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<tr>
<td>• develop teachers who act as transformative leaders in their schools and/or districts</td>
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</table>

Approved by COTE February 3, 2015
What are the Dispositions?

*Teaching boldly in a changing world through an ethic of care and critical reflection*

The knowledge base and candidate performance outcomes provide the framework for dispositions that the education program seeks to develop in candidates.

**Responsibility**
1. Is punctual and consistent in attendance
2. Sets appropriate priorities and meets deadlines
3. Presents a positive outlook
4. Demonstrates mature judgment and regulates emotions
5. Takes responsibility for actions
6. Demonstrates belief that each student can learn

**Relationships**
1. Listens actively to others
2. Demonstrates compassion and empathy towards others
3. Promotes justice in relationships
4. Works with persons from a variety of perspectives and cultural/ethnic groups
5. Develops collaborative, positive relationships with peers and supervisors

**Scholarship and Inquiry**
1. Demonstrates curiosity/enthusiasm about learning
2. Asks pertinent questions
3. Applies knowledge in new settings or across settings
4. Analyzes and evaluates information across contexts
5. Considers issues from multiple perspectives
6. Recognizes bias and demonstrates fairness

**Reflective Action**
1. Responds well to criticism or suggestions
2. Applies feedback to personal and professional growth
3. Demonstrates a sound decision-making process using self-reflection as well as other inputs
4. Self-assesses, evaluates progress, sets realistic goals

*Approved by COTE May 8, 2012*

*Updated February 5, 2013 (MA in Education Department)*
References


NOTE: The above references are only representative of the total literature surveyed for program development.
What is the Purpose of the Master of Arts in Education Program?

The primary goal of the Master of Arts in Education program is to provide quality professional opportunities to teachers so that they can influence decision making in the classrooms, schools, and communities in which they teach.

Today's classroom teachers must be better prepared to handle a wide range of instructional and non-instructional tasks. Given tremendous sociological changes in society, the teacher for America's future classroom must be prepared to work as a social change agent, collaborating with the home and community in order to address issues of literacy and diversity. Today's teachers must be ready and willing to not only make a difference within their classrooms, but also within the school districts, and communities in which they teach. It becomes both the social and ethical responsibility of today's teacher to make a difference within the context of the classroom.

Program
The MA in Education is a program of study for the teacher practitioner that provides for opportunities of professional growth and personal development through applicable course work and relevant experiences. Constructivist theory is integrated with faith and learning applications. The program's core addresses four areas of teacher development: peacebuilding and conflict resolution, cultures of change, social and ethical issues and action research in educational settings.

The Master of Arts in Education program consists of 36 semester hours including a required core of 12 hours, a concentration area of 21 hours and 3 hours of reflective practice through completion of an action research project. Concentration areas include literacy agent, diverse needs strategist and curriculum and instruction practitioner. A master's degree plus a reading specialist endorsement in Virginia requires a minimum of 40 hours; Pennsylvania requires a minimum of 39 hours. A separate program for only a reading specialist endorsement/certification requires 25 hours in VA; 24 hours in PA. Programs leading to an ESL endorsement and a master’s degree require at least 39 semester hours in VA and 37 hours in PA.

NOTE: Course requirements may change as the program evolves. Candidates are accountable for the sequence of course work listed in the catalog for the year in which they entered the program.

Program Core (12 hours)
Required by all candidates, this core emphasizes: 1) examining peace and justice issues within educational environments, 2) collaborating with teachers and administrators to establish constructivist environments, 3) understanding social and ethical issues which inform change and 4) engaging in action research within the classroom in order to foster more effective instruction. Program core and concentration area courses provide a rich context for identifying a significant question to explore in EDCC 551 Action Research in Educational Settings.
Core Courses:
[Recommended early in program]
EDCC 501 Creating Cultures of Change (3 hrs.)
EDCC 521 Peacebuilding & Conflict Resolution (3 hrs.)
EDCC 531 Social & Ethical Issues in Education (3 hrs.)
[Recommended later in program]
EDCC 551 Action Research in Educational Settings (3 hrs.)

Concentration Areas (21 hours)
It is in this component of the program that the practitioner begins to specialize in one of four areas of concentration: Literacy, Diverse Needs, Curriculum and Instruction, or Restorative Justice in Education.

1) Literacy
Practitioners focus on the study of literacy in a broader sense than traditionally encountered in schools of the past. Literacy is approached beyond reading and writing into integrated approaches for the development of communication, thought and interpersonal interaction. Emphasis is placed upon literacy programs from emergent to adult, integrated literacy instruction, literacy in community and family arenas, and classroom assessment of literacy. Virginia endorsement as a reading specialist may be obtained with additional course work, a clinical practicum and passing scores on the Reading for Virginia Educators: Reading Specialist (Praxis #5304). Pennsylvania certification as a reading specialist may be obtained with additional course work, clinical practicum hours, a passing score on Praxis test #0300 and submission through TIMS to the PA Department of Education.

2) Diverse Needs
Practitioners focus on special needs of diverse populations. Options built into this concentration provide further emphasis in one of three areas: (1) Teaching English as a Second Language (TESL), (2) Trauma and Resilience in Educational Environments; and (3) Special Education. This component contains a common core of course work which addresses language/literacy competence with diverse populations; intervention strategies for diverse learners; and developing leadership skills in teaming, collaboration and consultation with parents, school and community social agencies. Endorsement is available in ESL with additional course work and supervised practicum hours. In Virginia, initial PreK-12 teacher licensure is available in ESL with additional course work, a practicum and supervised student teaching.

3) Curriculum & Instruction
Practitioners focus on a course of study for elementary, middle or high school practitioners to enhance existing skills and meet the challenges found in today's schools. Emphasis is placed upon adapting and designing curriculum for diverse populations, designing integrated interdisciplinary instruction, upgrading professional knowledge in recent research in current issues, teaming with school and community professionals and enhancing specific professional and specialty area competencies. Participants may choose one of three emphasis areas toward completion of this concentration: Elementary School Emphasis, Middle School Emphasis or High School Emphasis.
4) Restorative Justice in Education
Practitioners focus on helping teachers, administrators, and other school personnel to develop skills in peaceable and restorative ways of teaching and leading. Emphasis is placed on infusing elements of restorative justice and peacebuilding, providing teachers not only with tools for understanding and responding to student behavioral concerns, but by also fostering the types of dispositions central to building healthy relationships within educational settings. Courses are available in a variety of formats and designed for practicing local and regional school personnel, community leaders, social workers, school counselors, international candidates, and persons serving in informal educational settings. A separate 15 semester hour certificate in Restorative Justice in Education Settings is available within the concentration.

Reflective Practice – Action Research Project (3 hrs.)
The completion of the program will be marked with an action research project which has been designed by the student in collaboration with an academic mentor. Action Research Projects may take a variety of formats: curriculum restructuring projects, staff development projects, research for public policy change, research for publication, etc. Final projects are presented and approved by the mentor.

EDPC 611 Action Research Project (3 hrs.)
Candidates must be registered for EDPC 611 Action Research Project before participating in graduation ceremonies. In addition, candidates who prolong the completion of their final Action Research Project beyond one year from the initial registration date must register for a thesis extension course.
Admission Requirements

What are the Admission Criteria to Program?

Applications for degree or additional endorsements:
Completed applications for admission into the graduate program are reviewed regularly throughout the year. The Teacher Education Admissions Committee (TEAC) makes admissions decisions and annually reviews admissions policies. A completed application for degree or licensure areas includes the following:
1. Completed application to the Master of Arts in Education program with a nonrefundable application fee of $50.00.
2. Official transcripts from each college or university attended.
3. Two academic recommendations on EMU provided forms: (a) building level administrator/supervisor and (b) someone qualified to speak to the applicant's academic ability and potential. (www.emu.edu/maed/forms)
4. A bachelor’s degree from an accredited institution with at least a cumulative 3.0 gpa (based on 4.0). If this condition is not met, graduate gpa of six or more credits will be considered.
5. A valid teaching license, a copy of which must be submitted by the applicant for the graduate file. Applicants applying for the TESL emphasis with K-12 initial licensure in VA, the Trauma and Resilience in Educational Environments emphasis, or the Restorative Practitioner concentration are exempt from the teaching license requirement.
6. Evidence of one year of successful, licensed teaching in a public or private school setting (preferred), or evidence of one year of successful work with youth in a public or private school setting pursuant to employment with a non-school entity (e.g. – a non-profit organization). Applicants applying for the TESL emphasis with K-12 initial licensure in VA are exempt from the teaching experience requirement. Applicants who seek admission without meeting this criteria must provide a written explanation of their relevant experience, rationale for seeking admission, and their relevant post-program goals for consideration by TEAC (this does not automatically satisfy requirement #6).
7. Applicants seeking initial licensure in Virginia through EMU’s MA in Education program are required to pass the VCLA and the basic skills assessment prior to admission. (See Required Licensure/Endorsement Exam Scores for equivalent basic skills assessment in the MA in Education handbook or www.emu.edu/education/test-scores/.)
8. A personal interview with the director or assistant director of the MA in Education program, or designee.
9. Full time students (9 hours per semester) applying to EMU’s main campus in Virginia must submit an EMU graduate student Health Evaluation before their second semester. www.emu.edu/studentlife/health/forms/

International Students:
In addition to the requirements above, International applicants must submit the following information:
10. Nationality and country of birth. A financial certificate demonstrating the student's “ability to pay” is required in order for the program to issue a student visa application (I-20 form). International applicants currently residing in the U.S. must indicate status with the U.S. Citizenship and Immigration Services.
11. For applicants whose native language is not English, one of three conditions may be used to satisfy English proficiency.
(1) A score of 550 on the paper-based or 80 on the internet-based Test of English as a Foreign Language (TOEFL). EMU's institutional code is 5181; (2) A written recommendation from qualified personnel from EMU’s Intensive English Program; or (3) Evidence that the applicant studied and received a degree from a college or university where degree instruction was in English.

Applications for Graduate Certificates

1. A completed application to the Master of Arts in Education program with a nonrefundable application fee of $50.00.
2. Official transcripts from the college or university attended for highest degree earned with evidence of degree conferred.
3. A personal interview with the director or assistant director of the MA in Education program or, in the case of a cohort participant, recommendation of district administrator.
4. Evidence of one year of successful, licensed teaching in a public or private school setting (preferred), or evidence of one year of successful work with youth in a public or private school setting pursuant to employment with a non-school entity (e.g. – a non-profit organization). Applicants applying for the TESL emphasis with K-12 initial licensure in VA are exempt from the teaching experience requirement. Applicants who seek admission without meeting this criteria must provide a written explanation of their relevant experience, rationale for seeking admission, and their relevant post-program goals for consideration by TEAC (this does not automatically satisfy requirement #4).

Persons who do not initially meet all admission criteria may appeal in writing to the Teacher Education Admissions Committee for consideration of full admission, providing additional information pertinent to an admission decision. Prospective students may appeal a second denial of admission to the graduate dean, whose determination for admission is final.

Persons holding a bachelor’s degree who are pursuing personal or educational development may enroll in graduate education courses, special institutes, or site-based curricular offerings without being admitted into the MA in Education program.

Persons taking more than nine semester hours are encouraged to apply to the program to ensure that subsequent hours can be counted toward the master’s degree. Candidates may enroll in up to ten hours within a term (fall, spring, or summer) without written permission from the director or assistant director.

The TEAC will consider a candidates’s request to change concentrations. Candidates must submit a written request to TEAC that provides the current concentration, the requested concentration, and the reason for the request to change concentrations. Candidates must also submit evidence that admission criteria for the requested concentration are met to the extent it was not provided in the underlying application, which may include (but is not limited to) evidence of a teaching license, teaching experience, and test results.
What is Admission to Candidacy? (MA in Education degree only)

Admission to Candidacy is required for degree-seeking candidates only and indicates potential to conduct Action Research. Application for admission to candidacy may take place when the candidate has successfully completed two of the core courses (EDCC 501 Creating Cultures of Change, EDCC 521 Peacebuilding & Conflict Resolution, or EDCC 531 Social & Ethical Issues) plus six semester hours of the concentration area courses. An application can be found at www.emu.edu/maed/current-students, and should be submitted to the Education Department the semester before taking Action Research. All applications are reviewed for admission by the Teacher Education Admissions Committee.

Applicants seeking initial licensure in ESL must be admitted to candidacy, pass Praxis #5362, and complete certification or training in emergency first aid, (Red Cross or American Heart Association) cardiopulmonary resuscitation, and the use of automated external defibrillators (http://www.doe.virginia.gov/teaching/licensure/emergency_first_aid_cpr_aed/index.shtml) prior to placement in an internship (student teaching).

Admission to candidacy is required prior to enrollment in EDCC 551 Action Research in Educational Settings. Mentors will be assigned during the Action Research in Educational Settings course.
A completed application includes the following:
2. A rationale (1-2 paragraphs) stating the reason the candidate’s concentration area was chosen.
3. An academic recommendation form from an instructor of a core or concentration area course (https://emu.edu/maed/current-students).

What are the Exit Requirements?

Master’s degree:
1. An exit interview with the director/assistant director of the MA in Education Program.
2. Have a minimum of a C or better in all EMU MA in Education courses to receive credit towards the MA in Education degree.
3. Successful completion of the Action Research Project and other program requirements.
4. Candidates completing initial Virginia licensure (TESL) must complete the EMU Technology Skills for Instructional Personnel (TSIP’s) and complete the required Child Abuse Recognition and Intervention Training and the required Dyslexia Awareness Training. A copy of the certificate issued by the Virginia Department of Education on the Child Abuse Recognition Training and the Dyslexia Awareness Training shall be submitted to the Education Department. http://www.doe.virginia.gov/teaching/licensure/child_abuse_training
5. Candidates completing state endorsements/certifications, see requirements below.
6. Candidates completing initial licensure or additional endorsements/certifications must submit the necessary licensure forms and fees.
7. A GPA of 3.0 is the minimum requirement for graduation.

State Certifications/Endorsements:
1. An exit interview with the director/assistant director of the MA in Education Program.
2. Have a minimum of a C or better in all EMU MA in Education courses. For the PA Reading Specialist Certification, all grades in the specialty area courses must be B- or higher.
3. Successful completion of endorsement/certification program requirements.
4. Candidates completing endorsement/certification requirements for:
   a. ESL must pass all VDOE- or PDE-required (as applicable) assessments, including the following assessments, and submit a copy of the score report to EMU.
      **ESL in VA:** Virginia Communication & Literacy Assessment (VCLA) http://www.va.nesinc.com/ and Praxis English to Speakers of Other Languages #5362 www.ets.org/praxis (EMU Harrisonburg recipient code is 5181.)
      **ESL in PA:** Praxis II English to Speakers of Other Languages #5362 www.ets.org/praxis (EMU Lancaster recipient code is 2215.)
   b. Reading Specialist must pass VDOE- or PDE-required (as applicable) assessments, including the following assessments, and submit a copy of the score report to EMU.
      **Reading Specialist in VA:** Praxis Reading for Virginia Educators: Reading Specialist #5304 www.ets.org/praxis (EMU Harrisonburg recipient code is 5181.)
      **Reading Specialist in PA:** Praxis II Reading Specialist #5301 www.ets.org/praxis (EMU Lancaster recipient code is 2215.)
5. Candidates completing initial licensure or an additional endorsement/certification must submit the necessary licensure forms and fees.
6. A GPA of 3.0 is the minimum exit requirement.

**Certificates:**
1. Have a minimum of a C or better in all EMU Certificate courses.
2. Successful completion of certificate program requirements.
3. A Certificate Program GPA of 2.75 is the minimum exit requirement.
Master of Arts in Education
36 hour program**

**Initial licensure programs and endorsements/certifications require additional course work.

<table>
<thead>
<tr>
<th>COMMON CORE – 12 hours</th>
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<tbody>
<tr>
<td>Required of all MA in Education students</td>
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<tr>
<td>*Recommended early in program</td>
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<tr>
<td>*EDCC 501 Creating Cultures of Change 3 hrs.</td>
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<td>*EDCC 521 Peacebuilding and Conflict Resolution 3 hrs.</td>
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<td>EDCC 551 Action Research in Educational Settings 3 hrs.</td>
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<tr>
<th>CONCENTRATION AREAS – 21 hours</th>
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<tr>
<td>(composed of required courses within areas of emphasis &amp; elective options)</td>
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The Teacher as LITERACY AGENT

Areas of emphasis within the literacy concentration:
(1) Literacy
(2) Reading Specialist

Both areas share common required course work of 15 hours. The Literacy emphasis has 6 hours of elective options. The Reading Specialist emphasis requires additional 6-7 hours of course work and a clinical practicum experience of 3 hours.**

A reading specialist certification is available requiring 24-25 hours.

The Teacher as DIVERSE NEEDS STRATEGIST

Areas of emphasis within the diverse needs concentration:
(1) Teaching English as a Second Language
(2) Trauma and Resilience in Educational Environments
(3) Special Education

The SPED and TREE concentrations have elective options. TESL requires a full 21 hours of course work. **Initial Licensure in TESL requires additional course work.**

The Teacher as CURRICULUM & INSTRUCTION PRACTITIONER

Areas of emphasis within the curriculum & instruction concentration:
(1) Elementary School
(2) Middle School
(3) High School

All areas share common required course work of 12 hours and 9 hours of elective options.

The Teacher as RESTORATIVE PRACTITIONER

Areas of emphasis within the restorative justice in education concentration:
(1) K-12 Educators
(2) K-12 Administrators or other School Leaders
(3) Community Leaders
(4) Social Workers and/or School Counselors

All areas share common required course work of 12 hours and 9 elective hours chosen from suggested courses by adviser.

ELECTIVE: (6-9 hours)

Elective course work may include:
(1) any course work taught within the Master of Arts in Education program
(2) graduate course work from other EMU graduate programs
(3) graduate course work brought in from an accredited college or university

REFLECTIVE PRACTICE – 3 hours
(required of all MA in Education Students)
EDPC 611 Action Research Project 3 hrs.
MA in Education: Literacy Agent

A. Program Core Curriculum 12 hrs.
   [Recommended early in program]
   EDCC 501 Creating Cultures of Change (3 hrs.)
   EDCC 521 Peacebuilding and Conflict Transformation (3 hrs.)
   EDCC 531 Social & Ethical Issues in Education (3 hrs.)
   [Recommended later in program]
   EDCC 551 Action Research in Educational Settings (3 hrs.)
   (Prerequisite: Admission to Candidacy)

B. Concentration Area 21 hrs.
   (Required course work – 15 hrs.)
   EDLA 501 Foundations of Literacy (3 hrs.)
   (in VA) EDLA 511 Literacy Assessment (3 hrs.)
   (in PA) EDPC 602 Clinic I: Diagnosis of Reading & Writing Difficulties (3 hrs.)
   EDLA 521 Integrated Literacy Instruction (3 hrs.)
   EDLA 531 Literacy in Community and Family Arenas (3 hrs.)
   EDSL 581 Language and Culture (3 hrs.)

   (Electives – 6 hrs.)
   Chosen from other MA in Education emphases (6 hrs.)

C. Reflective Practice 3 hrs.
   EDPC 611 Action Research Project: Literacy (3 hrs.)
MA in Education: *Reading Specialist

A. Program Core Curriculum

[Recommended early in program]
EDCC 501 Creating Cultures of Change (3 hrs.)
EDCC 521 Peacebuilding and Conflict Resolution (3 hrs.)
EDCC 531 Social & Ethical Issues in Education (3 hrs.)

[Recommended later in program]
EDCC 551 Action Research in Educational Settings (Prerequisite: Admission to Candidacy) (3 hrs.)

B. Concentration Area

(Required course work—24-25 hrs.)
EDLA 501 Foundations of Literacy (3 hrs.)
(in VA) EDLA 511 Literacy Assessment (3 hrs.)
(in PA) EDPC 602 Clinic I: Diagnosis of Reading & Writing Difficulties (3 hrs.)
EDLA 521 Integrated Literacy Instruction (3 hrs.)
EDLA 531 Literacy in Community and Family Arenas (3 hrs.)
EDLA 651 Developing an Effective Reading Program** (3 hrs.)
EDSL 581 Language and Culture (3 hrs.)
EDLA 601 Multicultural Children’s Literature OR
EDLA 611 Adolescent/Young Adult Literature (3 hrs.)
(in VA) EDPC 601 Practicum: Literacy** (3 hrs.)
(in PA) EDPC 603 Clinic II: Integrative Approach to Assessment & Instruction** (3 hrs.)
(in VA) EDLA 581 Word Study (1 hr.)

C. Reflective Practice

EDPC 611 Action Research Project: Literacy (3 hrs.)

*In order to receive a reading specialist endorsement in Virginia or a reading specialist certificate in Pennsylvania, a candidate must also complete their required state assessments.
Virginia: Reading for Virginia Educators: Reading Specialist (Praxis #5304) www.ets.org/praxis
Pennsylvania: Praxis #5301 www.ets.org/praxis

**Admission to Reading Specialist program required
MA in Education: Diverse Needs Strategist

Three areas of emphasis are built into the concentration area:
(1) Teaching English as a Second Language, (2) Trauma & Resilience in Education, and
(3) Special Education.

(1) *Teaching English as a Second Language (TESL) Emphasis

A. Program Core Curriculum 12 hrs.
   [Recommended early in program]
   EDCC 501 Creating Cultures of Change (3 hrs.)
   EDCC 521 Peacebuilding and Conflict Transformation (3 hrs.)
   EDCC 531 Social & Ethical Issues in Education (3 hrs.)
   [Recommended later in program]
   EDCC 551 Action Research in Educational Settings (3 hrs.)
   (Prerequisite: Admission to Candidacy)

B. Concentration Area 22-24 hrs.
   (Required course work—22-24 hrs.)
   EDSL 551 Methods of Teaching ESL/FL (3 hrs.)
   (in VA) EDLA 501 Foundations of Literacy (3 hrs.)
   (in PA) EDSL 541 Foundations of ESL (3 hrs.)
   EDSL 571 Language Acquisition and Grammar (3 hrs.)
   EDSL 581 Language and Culture (3 hrs.)
   EDDA 511 Teaching Diverse Learners (3 hrs.)
   EDCI 511 Teaming and Collaboration (3 hrs.)
   EDSL 591 ESL Assessment & Support** (3 hrs.)
   Or (in VA) EDLA 511 Literacy Assessment (3 hrs.)
   (in VA) EDPC 601 Practicum: TESL (3 hrs.)
   (in PA) EDSL 611 Professional Development Portfolio** (1 hr.)
   **Admission to ESL Specialist Program required.

C. Reflective Practice 3 hrs.
   EDPC 611 Action Research Project: ESL (3 hrs.)

NOTE: In addition, candidates who have not reached a level of proficiency in a foreign language at Intermediate Level II must take additional hours of foreign language to achieve that level, or demonstrate proficiency on the ACTFL Oral Proficiency Interview and Writing Proficiency Test. Candidates who have had equivalent course work may substitute elective replacements.

*For ESL PreK-12 licensure/endorsement, candidates must have taken an English linguistics course and a specialized practicum to meet licensure requirements. An introduction to curriculum course and a 14-week internship (7 hrs.) are required for candidates seeking TESL as an initial license. Candidates must also pass the praxis test: English to Speakers of Other Languages (#5362) prior to placement in an internship.
## (2) Trauma and Resilience in Educational Environments (TREE)

### A. Program Core Curriculum

12 hrs.  

[Recommended early in program]

- EDCC 501 Creating Cultures of Change*  
  (Prerequisite for non-licensed: EDCI 500 Foundations of Curriculum Development (1-3 hrs))
- EDCC 521 Peacebuilding and Conflict Transformation  
- EDCC 531 Social & Ethical Issues in Education  

[Recommended later in program]

- EDCC 551 Action Research in Educational Settings  
  (Prerequisite: Admission to Candidacy)

### B. Concentration Area

21 hrs.  

(Required course work – 15 hrs.)

- EDDA 571 Trauma, Restoration, and Resilience in Ed. Envir.  
- EDDA 631 Research in Risk and Resiliency  
- EDDA 541 Self-Care and Resilience for Educators  
- EDCI 561 Neuro-Education: Application of Research on the Brain, Trauma, Resilience, and Learning  
- EDRJ 551 Foundations of Restorative Justice in Education  
  -or-EDRJ 621 Restorative Discipline  

(Electives – 6 hrs.)

Chosen from a pre-approved list, or with approval of the program director

### C. Reflective Practice

3 hrs.  

- EDPC 611 Action Research Project: Trauma & Resilience

Electives: Elective courses are to be taken from the following Education (ED), Organizational Leadership (OLS), or CJP (PAX) courses.

- EDDA 501 At-Risk Issues in School and Community (3 SH)
- EDDA 511 Teaching Diverse Learners (3 SH)
- EDRJ 551 Foundations of Restorative Justice in Education (3 SH)
- EDRJ 581 Analyzing Conflict in Educational Settings (3 SH)
- EDRJ 621 Restorative Discipline (3 SH)
- OLS 510 Leadership & Management for the Common Good (3 SH)
- PAX 540 STAR: Strategies for Trauma Awareness & Resilience (2 SH)
- PAX 612 Building Resilience in Body, Mind, & Spirit (1,2, or 3 SH)
- PAX 590 Peacebuilding & Public Policymaking (3 SH)
(3) Special Education Emphasis

A. Program Core Curriculum 12 hrs.
   [Recommended early in program]
   EDCC 501  Creating Cultures of Change (3 hrs.)
   EDCC 521  Peacebuilding and Conflict Transformation (3 hrs.)
   EDCC 531  Social & Ethical Issues in Education (3 hrs.)
   [Recommended later in program]
   EDCC 551  Action Research in Educational Settings (3 hrs.)
   (Prerequisite: Admission to Candidacy)

B. Concentration Area 21 hrs.
   (Required course work – 12 hrs.)
   EDDS 611  Curriculum and Instructional Support for Special Education Students (3 hrs.)
   EDCI 511  Teaming and Collaboration (3 hrs.)
   EDDA 511  Teaching Diverse Learners (3 hrs.)
   EDDS 511  Foundations and Procedural Issues in Special Edu. (3 hrs.)

   (Electives – 9 hrs.)
   Chosen from other EMU MA in Education emphases (9 hrs.)

C. Reflective Practice 3 hrs.
   EDPC 611  Action Research Project: Special Education (3 hrs.)
MA in Education:  
Curriculum & Instruction Practitioner -  
Elementary, Middle or High School

A. Program Core Curriculum  
[Recommended early in program]  
EDCC 501 Creating Cultures of Change:  
(3 hrs.)  
EDCC 521 Peacebuilding and Conflict Transformation  
(3 hrs.)  
EDCC 531 Social & Ethical Issues in Education  
(3 hrs.)  
[Recommended later in program]  
EDCC 551 Action Research in Educational Settings  
(Prerequisite: Admission to Candidacy)  
(3 hrs.)

B. Concentration Area  
(Required course work – 12 hrs.)  
EDCI 501 Curriculum and Instructional Strategies  
(3 hrs.)  
EDCI 511 Teaming and Collaboration  
(3 hrs.)  
EDDA 511 Teaching Diverse Learners  
(3 hrs.)  
Concentration Area Requirement:  
One of the following literacy courses is recommended:  
Elementary: EDLA 501 Foundations of Literacy  
(3 hrs.)  
Middle: EDLA 521 Integrated Literacy Instruction  
(3 hrs.)  
High: EDLA 521 Integrated Literacy Instruction  
(3 hrs.)  
(Electives – 9 hrs.)  
Chosen from other EMU MA in Education emphases  
(9 hrs.)

C. Reflective Practice  
3 hrs.  
EDPC 611 Action Research Project:  
Elementary, Middle or High School  
(3 hrs.)
MA in Education: Restorative Justice in Education (RJE)

Four areas of emphasis* are built into the concentration area:
(1) K-12 Educators, (2) K-12 Administrators/Leaders,
(3) Community Leaders, and (4) Social Workers/School Counselors

A. Program core (15 Credit Hours):
   EDCC 501  Creating Cultures of Change (3)
   EDCC 521  Peacebuilding and Conflict Transformation (3) +
   EDCC 531  Social and Ethical Issues in Education (3)
   EDCC 551  Action Research in Educational Settings (3)
   EDPC 611  Action Research Project: RJE (3)

B. Concentration Area Courses (12 Credit Hours):
   EDRJ 551  Foundations of Restorative Justice in Education (3) +
   EDRJ 581  Analyzing Conflict in Educational Settings (3)
   EDRJ 601  Facilitating Circle Processes (3) +
   EDRJ 621  Restorative Discipline: Accountability & Restoration in Schools (3)+

Elective* Courses (9 Credit Hours to be selected from the following):
   Ed Courses:
      EDCI 511  Teaming and Collaboration (3)
      EDCI 541  Supporting Positive Classroom Behaviors (3) (SPED focus)
      EDDA 501  At-Risk Issues in School and Community (3)
      EDDA 511  Teaching Diverse Learners (3)
      EDDA 571  Trauma, Restoration, & Resilience in Educational Environments (3)
      EDDA 631  Research in Risk and Resilience (3)
   CJP/MOL Courses:
      PAX 533  Analysis: Understanding Conflict (3)
      PAX 540  STAR: Strategies for Trauma Awareness & Resilience (3) (SPI)
      PAX 615  Leading Organizational Change (3) (has pre-reqs)
      PAX 571  Restorative Justice (3)
      MOL 600  Developing Healthy Organizations: Team Bldg & Collaboration (3)

* decisions made in collaboration with academic advisor
+ required as part of the certificate program
Graduate Certificate in Restorative Justice in Education

This graduate certificate is awarded through the Master of Arts in Education program as internal recognition for having obtained a focused area of coursework in restorative justice in education. Teachers may complete 15 semester hours of coursework for the certificate only, or as part of their MA in Education degree.

To qualify for the graduate certificate in Restorative Justice in Education, candidates must complete twelve required semester hours (SH) and three elective semester hours from the following courses.

**Required**
- EDCC 521 Peacebuilding and Conflict Transformation (3 hrs.)
- EDRJ 551 Foundations of Restorative Justice in Education (3)
- EDRJ 621 Restorative Discipline: Accountability and Restoration in Schools (3)
- EDRJ 601 Facilitating Circle Processes (3)

**Elective**
Three hours of elective courses are to be taken from the following Education (ED), CJP (PAX), or MOL courses.

- EDCC 501 Creating Cultures of Change (3)
- EDCC 531 Social and Ethical Issues in Education (3)
- EDCI 511 Teaming and Collaboration (3)
- EDCI 541 Supporting Positive Classroom Behaviors (3) (SPED focus)
- EDDA 501 At-Risk Issues in School and Community (3)
- EDDA 511 Teaching Diverse Learners (3)
- EDDA 571 Trauma, Restoration, and Resilience in Edu. Environments (3)
- EDRJ 581 Analyzing Conflict in Educational Settings (3)
- EDDA 631 Research in Risk and Resiliency (3)
- EDRJ 581 Analyzing Conflict in Educational Settings (3)
- PAX 540 STAR: Strategies for Trauma Awareness & Resilience (2)
- PAX 615 Leading Organizational Change (3)
- PAX 571 Restorative Justice (3)
- MOL 600 Developing Healthy Organizations: Team Bldg & Collaboration (3)

Additional electives may be approved; contact your academic adviser.
Graduate Certificate in
Trauma and Resilience in Educational Environments
(Virginia Only)

This graduate certificate is awarded through the Master of Arts in Education program as internal recognition for having obtained a focused area of coursework in restorative justice in education. Teachers may complete 15 semester hours of course work for the certificate only, or as part of their MA in Education degree.

To qualify for the graduate certificate in Restorative Justice in Education, candidates must complete twelve required semester hours (SH) and three elective semester hours from the following courses.

Required

EDDA 571 Trauma, Restoration, and Resilience in Ed. Envir. (3 hrs.)
EDDA 631 Research in Risk and Resiliency (3)
EDDA 541 Self-Care and Resilience for Educators (3)
EDCI 561 Neuro-Education: Application of Research on the Brain, Trauma, Resilience, and Learning (3)
EDRJ 551 Foundations of Restorative Justice in Education (3)
-or- EDRJ 621 Restorative Discipline: Accountability & Restoration in Schools (3)
Who are the Faculty of the MA in Education Program?

Katherine (Kathy) R. Evans
Associate Professor of Special Education
Kathy Evans joins us from the University of Tennessee (Knoxville) where she received the Doctor of Philosophy degree (May 2011) in Applied Educational Psychology. With degrees from Baylor University (Texas) in Secondary and Special Education and holding a current Texas teaching license in General Special Education; and a Master of Arts degree in Religious Education from Southwestern Baptist Theological Seminary (Texas), Dr. Evans has taught special education in middle and high school, and conducted research teaching while at the University of Tennessee.

Judy H. Mullet
Professor of Teacher Education & Psychology
B.A., Eastern Mennonite University; M.Ed., James Madison University; Ph.D., Kent State University. Dr. Mullet completed her Ph.D. on context-motivated, conflict strategy choices of middle school students with learning disabilities. She has written peace and special education resources for various church-related publications.

Ronald M. Shultz
Assistant Professor of Teacher Education
Ron Shultz is an instructor in Teacher Education and the coordinator for the PK-6 program. He earned a B.S. degree in Liberal Arts studies from Eastern Mennonite University with a PK-8 teaching certification, and a M.A. in Education from Millersville University. His previous teaching experiences include one year as a middle school teacher and five years as a fourth grade classroom teacher in Pennsylvania. Ron also taught fourth grade for two years in Virginia. He has served for six years as a teacher and administrator while helping to begin a Christian school in Cusco, Peru, working with students from preschool through sixth grade. Ron has been teaching in the Education Department at EMU since the fall of 2011. He also began his doctoral studies in 2012 at George Mason University with a focus on teacher education and multicultural/multilingual education.

Cathy Smeltzer Erb
Chair of Undergraduate Teacher Education
Professor of Teacher Education
B.S., Eastern Mennonite University; M.Ed., University of Toronto; Ph.D., University of Toronto. Dr. Smeltzer Erb’s dissertation explored the emotional dimension of beginning teachers’ work within a secondary school context. Cathy spent over 15 years as a family studies teacher and guidance counselor in middle/secondary schools and adult education prior to research and teaching in higher education. She has presented at national and international conferences. Her published and continued research interests include emotions, beginning teachers, teacher development, action research, and teacher induction.
Meg Sander  
Director of Graduate Teacher Education  
Assistant Professor of Teacher Education  

Meg earned a Ph.D. in Education with a concentration in Special Education and Disability Leadership from Virginia Commonwealth University, a J.D. from the University of Richmond, a M.Ed. from James Madison University, and a B.A. in English and History from Virginia Tech. Prior to entering teacher education, Meg served as a special education teacher, and then as an attorney whose practice focused on education law. Meg has experience teaching a wide range of education courses on the graduate and undergraduate level, with particular focus on education law and policy, special education, and trauma and resilience. She has presented at state and national conferences. Meg also serves as a volunteer paramedic, and co-chairs the GR SCAN Trauma Informed Schools Committee.

Paul J. Yoder  
Assistant Professor of Teacher Education  

Paul earned his Ph.D. in curriculum and instruction with a concentration in social studies education from the Curry School of Education at the University of Virginia. Paul is an EMU graduate with a B.A. in history and an M.A. in education. Before studying at UVA, Paul taught history at Thomas Harrison Middle School and English as a Second Language at Dayton Learning Center. Paul’s scholarship interests include the teaching and learning of history among culturally and linguistically diverse student populations. Paul’s publications and conference presentations have additionally addressed issues related to language, student identity, and the enacted curriculum. He is a member of the American Educational Research Association and the National Council for the Social Studies.

Adjunct Faculty (taught in program two or more years):

<table>
<thead>
<tr>
<th>Jody Allen</th>
<th>Tu Phillips</th>
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<tbody>
<tr>
<td>J. Eric Bishop</td>
<td>Janet Purcell</td>
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<td>Michelle Crotteau</td>
<td>Mary Roth</td>
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<tr>
<td>Dan Daneker</td>
<td>Carmen Rowe</td>
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<td>Stephanie Failes</td>
<td>Eric Sents</td>
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<td>Robin Felty</td>
<td>Kathy Setlock</td>
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<td>Susan Francis</td>
<td>Frances Skolnick</td>
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<td>Bob Garrity</td>
<td>Donovan Steiner</td>
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<td>Eugenia Krimmel</td>
<td>Wanda Suarez</td>
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<td>Ha Lam</td>
<td>Timothy Taylor</td>
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<td>Nadine Larkin</td>
<td>Cheryl Weyant</td>
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<tr>
<td>Susan Finn Miller</td>
<td>Michael Young</td>
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Who are the Decision Makers?

Committee on Teacher Education

The Committee on Teacher Education (COTE) is an interdisciplinary council consisting of representatives that coordinate the total teacher education program of the institution. COTE usually meets four times a year, twice each semester. It consists of one representative from each of the content areas (art, biology/chemistry, English/foreign language, history and social science, math/computer science, music, physical education, theater), a representative from MA in Education-Harrisonburg & Lancaster, field placement coordinator, elementary/early childhood education faculty, special education faculty, secondary education faculty, three persons from area public and private schools, two undergraduate students (6-12/PreK-12 and PreK-3/PreK-6/SPED), and one graduate student. The Chair of Undergraduate Teacher Education and the Director of the Master of Arts in Education serve as co-chairs. To maintain communication between the unit and the core curriculum, the Associate Dean for Curriculum holds a liaison role. COTE serves as an advisory and policy making body.

The committee is supported by four subcommittees, the Teacher Education Admissions Committee (TEAC), the Assessment Committee (AC), the Curriculum Materials Center Committee (CMCC), and the Graduate Education and Action Research Committee (GEAR). These subcommittees evaluate policy on a systematic basis and make recommendations to COTE.

Teacher Education Admissions Committee

Screens Candidates

The Teacher Education Admissions Committee (TEAC) is composed of six persons, four of whom are elected from the Committee on Teacher Education, with the Chair of Undergraduate Teacher Education or the Director of the MA in Education Program serving as chair and the Coordinator of Field Placement as a "standing member." By virtue of the position, the field placement coordinator and the assistant director of the Master of Arts in Education program in Lancaster are automatically appointed to the committee. The function of the Teacher Education Admissions Committee is to admit applicants to: undergraduate teacher education, student teaching, MA in Education, and MA candidacy on the basis of departmental criteria.

TEAC usually meets five times a year to process candidates (August, October, December, March, and May.) Admission criteria for graduate programs are outlined in this handbook. Admission criteria for the undergraduate program is outlined in the Teacher Education handbook. Students are invited to meet with the director or assistant director if their application is below criteria standards or if they wish to appeal a decision of TEAC.
Assessment Committee

Monitors the Assessment System

The Assessment Committee is charged with coordinating the development, implementation, and ongoing review of the Unit Assessment System (UAS). The Assessment Committee ensures that the unit collects and analyzes data in a manner that ensures the data are used to improve candidates, programs, and the unit. The Assessment Committee ensures that the UAS is aligned with the Council for the Accreditation of Educator Preparation (CAEP) standards and creates proposals for revisions of the system. COTE approves policy revisions of the UAS.

Membership is composed of the Assessment Coordinator, a representative from the Institutional Research Office, one representative from the education department, and one other member of COTE. The chair of the Assessment Committee is the Assessment Coordinator of the Unit, as an appointed position with departmental load hours assigned (Refer to UAS manual for further details).

Working Assumptions and Principles

1. Evaluation measures assess candidate performance and unit operations/effectiveness.
2. Candidate assessments measure knowledge, skills and dispositions according to curricula and appropriate standards.
3. Candidate performance is measured through multiple assessments and at regular intervals, matching the candidate transition points.
4. Assessments are consistent with national, state, and unit standards, best practice, and research.
5. Communication concerning the assessment processes is regular and transparent.
6. Unit members work collaboratively with the Assessment Subcommittee to further articulate, implement and review assessments consistent with the Unit Outcomes, the Specialty Professional Association Outcomes and university, state and national standards.

Roles and Processes

1. UAS Maintenance and Revision: The committee is responsible for maintaining a UAS that is effective and in alignment with NCATE standards. The Committee may review suggestions for improvement of the system from anywhere within the unit, and may also receive feedback on such proposals from anywhere within the unit. The Assessment Committee references policy proposals with the education department for information and discussion prior to presentation to COTE for approval. Final proposals for revising the UAS are drafted by the Assessment Committee; such proposals are considered to be a change in policy and, therefore, require the approval of COTE.
2. Oversight of the UAS: The Assessment Coordinator, in conjunction with members of the Assessment Committee, provides each level of the unit with notification of
the assessment cycle, assessment instrument(s) to be used, and reporting procedures for the use of data to make decisions. The coordinator/committee provides the appropriate mechanisms for storage and recording of the use of data for decision-making purposes. The Coordinator/Committee may also review data usage reports for trends that may affect the unit, and/or to determine if data should be shared for further analysis across parts of the unit. Final responsibility for ensuring that members of the unit carry out their responsibilities within the UAS rests with the Chair of Undergraduate Teacher Education and the Director of MA in Education, as a supervisory function.

Graduate Education and Action Research Committee (formerly CORP)

The Graduate Education and Action Research (GEAR) committee manages, assesses and makes policy recommendations regarding the culminating action research process of the Master of Arts in Education program. In addition, this committee advises the graduate department on program items under consideration. Recommendations are forwarded to the education department and to the Committee on Teacher Education. The Director of the MA in Education program chairs the committee serving as an ex-officio member. The Assistant Director of the Lancaster EMU site serves, as well as, two EMU tenure-track education faculty will serve two-year terms. The remaining four members are appointed by COTE for a two-year term and may include program graduates, school representatives, and AR mentors. The committee meets four times a year and serves the additional purposes of evaluating and updating "A Guide to Action Research Project."

Ad Hoc Advisory Groups

Provide Program Guidance

Ad Hoc Advisory Groups are formed for each undergraduate and graduate program area for purposes of program consultation, revision, and evaluation. Advisory groups are formed by program coordinators when major curriculum or program revisions are contemplated or when input from P-12 stakeholders would be beneficial for program improvement. The Advisory Groups consist of 5-6 teachers and administrators from area schools who are selected for their expertise. Coordinators are responsible for convening and setting the agenda for their respective advisory group. Feedback from advisory groups is shared as part of program evaluation.
What are the MA in Education Academic Policies?

Academic Integrity
EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one’s own someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source (adapted from the Council of Writing Program Administrators, 2005, http://wpacouncil.org/).
For full policy see general graduate program policies at www.emu.edu/catalog/graduate/.

Advising/Mentoring Process
Upon acceptance into the program, the director and/or the assistant director of the Master of Arts in Education will serve as advisor(s). The director will oversee the advising process. Upon admission to candidacy and before the completion of EDCC 551 Action Research in Educational Settings, the candidate will be assigned to a mentor who will guide the candidate through the action research phase of the program. Request to change a mentor should be made to the director of the program.

Attendance
Because of the interactive nature of graduate classes at EMU, we believe that candidates who miss class for the equivalent of six 50-minute periods or four 75 minute periods (300 minutes in a 3-semester hour course, 200 minutes for a 2-semester hour course, 100 minutes for a 1-semester hour course) have not fulfilled necessary requirements to receive an “A” in the graduate class. Grades may be lowered for absences of less time at the instructor's discretion.

Distance Education (Online)
No more than 12 semester hours of the Master of Arts in Education program may be completed by distance education. The program observes the guidelines of the Council for the Accreditation of Educator Preparation (CAEP) for distance education. Only selected courses are offered online. Standards of academic quality for these courses are equivalent to those for on-campus courses. Enrollment is limited to 20 candidates or less to ensure a high level of instructor-student interaction. Particular attention is given to making available either locally or online the study resources normally expected for graduate courses. Tuition is comparable to that of residential courses. There is regular evaluation of individual courses and of the total program.

Grievance Procedures
The grievance procedures are applicable to all students, faculty and staff of Eastern Mennonite University as well as applicants for faculty, staff or student status. These procedures comply with the requirements of Title IX of the Federal Health, Education, and Welfare procedures and the general employee grievance policy of the Mennonite Education Agency.

The main concern in any grievance procedure is to bring reconciliation and growth in ways that enhance community. To implement this goal, the American Council on Education definition of grievance is adopted: "Grievable issues are those in which there is the possibility of an error in the institutional policies (or lack of them), in its prescribed procedures for carrying out the
policies, in the administration of those procedures, or in varying combinations of these." If it is determined that an institutional error has occurred, the second function of the grievance procedure is to provide a process to determine appropriate redress for the grievant. The first approach to any grievance should be non-adversarial and open, undertaken with careful attention to fostering understanding, problem-solving attitudes. The expectation is that the majority of grievances can be resolved through a flexible process of conflict resolution. These procedures are based on the understanding that differences can be resolved within the institutions of the church without adopting adversarial positions and that the resources of the wider church community are available when mediation is requested. A complete copy of these procedures is available upon request from the President's Office.
Explanation of the course numbering system and course prefixes

All course numbers for the Master of Arts in Education program are at the 500 and 600 levels to designate graduate level courses. Undergraduate courses at EMU are listed at 100-400 levels.

EDCC designates a core course.
EDCI designates a curriculum and instruction course.
EDCT designates a classroom technology course.
EDDA designates a course in the Trauma and Resilience in Ed. En. concentration area.
EDDS designates a special education course.
EDSL designates a Teaching English as a Second Language related course.
EDLA designates a literacy related course.
EDPC designates a course in reflective practice.
EDRJ designates a Restorative Justice in Education course.
EDTR designates a course that is cross cultural.
EDI designates an institute course offered as an elective or special offering.
EDIU designates a Lancaster-Lebanon Intermediate Unit 13 course.

INSTITUTES
EDAI Anabaptist Learning Institutes
EDIC Curriculum courses
EDID Diverse Needs courses
EDIL Literacy courses
EDIT Technology courses

EXTRA COURSES
EDSP 599 Special Topics
EDSP 699 Directed/Independent Studies

Enrollment
Persons pursuing personal or educational development may enroll in graduate education courses, special institutes, or site-based curricular offerings without being admitted into the MA program. Persons may take up to nine hours without being admitted into the program.

Candidates may enroll in up to ten hours within a term (fall, spring, or summer) without written permission from the director.

Candidates who have been admitted to the program, but decide to change their concentration or want to add an endorsement must submit a letter of request to the director of the MA in Education program.

Licensure Procedure
In Virginia, those completing the TESL initial teacher licensure program can apply for licensure. Licensure is not automatic, but is acquired only when the candidate completes the proper application forms. These forms are available in the Education Department and from the VDOE online at http://www.doe.virginia.gov/teaching/licensure/. By so doing, the candidate will
establish a base for interstate reciprocity for becoming licensed in other states. A transcript from the Registrar's Office must accompany all application forms for a teaching license (http://www.emu.edu/registrar/). Accounts at the Business Office must be paid or arrangements made for payment before transcripts are released from the Registrar's Office.

After completing the TESL or Reading Specialist programs, candidates can add an endorsement/certification to their current teaching license. All endorsement requirements for Virginia can be found in the licensure regulations at http://www.doe.virginia.gov/teaching/licensure/.

Program Evaluation
Online course evaluations are given at the end of each course. Candidates are asked to complete an exit interview as part of the evaluation at the completion of their degree. Follow-up surveys are given one, two, and three years after completion of the program. Surveys are given to the alum’s school administrator as well.

Registration, Textbooks & Payment
Candidates are encouraged to pre-register one month prior to the first day of class to receive pre-class assignments at EMU. Candidates can register through myEMU using their Royals username and password (Academics tab; Student Tools). New students can register by contacting the appropriate MA in Education office or by registering online at http://www.emu.edu/maed/. Textbooks are typically available from EMU’s bookstore and may be ordered at http://www.emu.edu/bookstore.

Payment for tuition and technology fee (if applicable) is due at the first class.

Tuition Accounts & Technology fees:
EMU accepts payment by check or cash. Registered students can view and pay account balances through myEMU using their Royals username and password. Monthly notices are sent to candidates’ EMU emails.

To view/pay an account, log into myEMU, click on the Accounts tab at the top, click on the CASHNet link. Candidates can view the account and make electronic payment from that webpage. The Business Office may be contacted at 540-432-4575 with questions. Also see www.emu.edu/business-office/graduate.

Miscellaneous Account: (textbooks, materials, fees, etc.)
EMU accepts cash, check, VISA, MasterCard and Discover payments directly. A General Services Fee of $100 per semester will be charged to graduate students registered for nine or more credits in the fall and/or spring semester ($12/credit hour for part-time students taking less than nine credits). This fee applies to all students: on-campus, evening and distance learning.
Payment of the fee ensures that various services and activities/events can be accessed in case they are desired or needed. Below is a sampling of university services provided to students (this is a representative list of services not an exhaustive list). As one might expect, different student populations will utilize these services in different proportions. That said, failing to utilize a specific service will not result in a reduction of the fee. Please note that this fee does not pay the
entire cost of these services but is meant to be a contributory fee only (not a full cost reimbursing fee).

**Student Services**
- Counseling Services**
- Health Services*
- Fitness Center
- Career Services
- Campus Pastoral Support
- Athletic events
- Fine Arts programs

**Academic Support Services**
- Academic Success Center
- Writing Program
- Library Resources including online journals

**Technology Services**
- Help Desk
- Online technology
- Internet bandwidth
- Classroom Technology and Learning Management Software
- Lab resources

**HEALTH SERVICES**
Both full time (9 credits or more per semester) and part time graduate students will be able to access Health Center services. Full time students are required to fill out the Grad Student Health information form, whether or not they plan to access services. Failure to fill out this form will result in a registration hold until it is completed. Part time students will not get a registration hold if they do not fill out the form, but it must be completed prior to accessing Health Center services. The Grad Student Health Information form only needs to be completed once during the student’s program.

Please note that payment of this fee enables students to be seen at Health Services. The fee covers services not billable to insurance including processing the Graduate Student Health Information Form and immunization requirements (the fee does not cover actual appointments, immunizations or other services rendered). Health Services is able to bill health insurance for services provided. Any applicable co-pays are to be paid at the time of the visit or paid in full if not covered by health insurance. See http://www.emu.edu/studentlife/health/ for more details.

**COUNSELING SERVICES**
Payment of this fee ensures access to free short term counseling with one of the counselors in Counseling Services. See http://www.emu.edu/studentlife/counseling/ for more details.

**Schedule for Completing the Program**
All course work, research and practica for the master’s degree shall be completed within six calendar years of the first registration as an admitted graduate student. Classes are offered in weekend and evening formats during fall and spring, while the summer sessions provide intensive weeklong courses. A full-time student can complete the program in two years. Most teacher practitioners graduate in 2-4 years by taking 10-12 semester hours per year. Candidates must be registered for EDPC 611 Action Research Project before participating in graduation ceremonies. In addition, candidates who prolong the completion of their final Action
Research Project over one year from the initial registration date must register for a thesis extension course.

**Transfer Credit**

Candidates may request to transfer up to nine hours of course work from other regionally accredited colleges or universities. A transfer of credit request form must be completed. Requests for transfer credit approval may be directed to the program director and will be considered on a course by course basis as applicable to the particular concentration area. Continuing Education Units (CEU) courses are not accepted as transfer graduate credit. A candidate must submit an official transcript from the university that awarded the graduate credit. Only six credit hours can be transferred into the concentration area.

Two exceptions exist: (1) With program director approval, candidates may transfer up to twelve hours of course work previously taken under the supervision of EMU graduate faculty, i.e. EMU Teacher Education Program institutes or site-based courses. (2) With program director approval, candidates may transfer 12 hours of graduate studies in English as a Second Language including the concentration area if those hours meet the Pennsylvania requirements for the ESL certificate.

All transfer credit must meet the following criteria: 1) course work was completed within five years of admission to the EMU program; 2) credit must reflect applicability to EMU’s MA in Education concentration area goals and program purposes; and 3) all transfer work must have a grade of A or B from regional accredited colleges or universities.

Transfer of credits completed at EMU to another institution is at the discretion of that institution. Candidates should check with the institution to which they wish to transfer regarding the transferability of EMU credits.

**Tuition Refund Percentages**

Candidates who withdraw within the prescribed guidelines for withdrawal will receive a credit of institutional charges equal to the percentage of the time remaining in the class (rounded to the nearest 10 percent) and multiplied times the refundable university charges for tuition.

Candidates who withdraw prior to the first day of classes will receive a full refund of all pre-paid tuition and technology payments and registration fees.

If a student has received federal student aid funds, a refund to the financial aid program(s) is calculated using the percentage of term not completed. Federal regulations determine the order of distribution of the calculated refund to the aid programs.

*Please see the graduate catalog for general academic information for all graduate programs: www.emu.edu/catalog/graduate or ask the MA in Education office for a copy.*
How to Obtain Your Grade or Transcript

VIEWING YOUR GRADES
Grades are available for viewing through myEMU.

1. Log on to myEMU with your Royal username and password. If you are unable to successfully log in, contact the Information Systems Help Desk at 540-432-HELP (540-432-4357) or helpdesk@emu.edu.
2. Click on the "Academics" tab and then click on "Student Tools" in the menu bar at the left.
3. Grade reports for the past five years are available through the "Grade Report" portlet. A list of all grades for all years and terms can be accessed through the "Unofficial Transcript" portlet.

Technology information form: If this is your first class at EMU, you will receive/or should have received a form from the Information Systems office within two weeks of the beginning of the course, which gives you the login information for myEMU and the Moodle Learning Management System. If your EMU account is inactive, you may need to contact the help desk. (See the contact information below.)

Official transcript: To request a transcript from the Registrar’s Office go to www.emu.edu/registrar/.

You may contact the MA in Education office for your ID# at mained@emu.edu, or maed.lancaster@emu.edu. We do not have access to your personal login password information.

For further assistance, please contact the Information Systems Help Desk, www.emu.edu/is/help, helpdesk@emu.edu, 540-432-4357 or 800-368-2665, ext. 4357.
Required Licensure/Endorsement/Certification Exam Scores

For those completing Reading Specialist endorsement/certification:

Virginia
Praxis Reading for Virginia Educators: Reading Specialist (#5304)..........162

Pennsylvania
Praxis Subject Assessment: Reading Specialist (#5301)..........................164

For those completing ESL PreK-12 endorsement/certification in Virginia:

Praxis English to Speakers of Other Languages (#5362).........................149

For those completing initial licensure in ESL in Virginia:
The basic skills assessment required for Virginia Licensure can be met in one of the following four ways:

Examination Minimum Passing Score
PRAXIS Core Academic Skills for Educators (Core)
http://www.ets.org/praxis
To take all three subtests at the same time, register for Core Academic Skills for Educators: Combined Test (5751)
  Core: Reading (5712)........................................................................156
  Core: Writing (5722)........................................................................162
  Core: Math (5732)...........................................................................150

SAT Qualifying Scores (for SAT taken after March 1, 2016)
Contact the education department for qualifying scores on SAT taken prior to March 1, 2016
Total Score.........................................................................................1170
Evidence-based Reading and Writing Section.......................... at least 580
Mathematics Section.............................................................. at least 560

ACT Qualifying Scores
  Composite Score..............................................................................24
  English and Reading total............................................................ 46
  Mathematics..................................................................................22

If you took the SAT or ACT prior to April 1, 1995, please contact the education office for qualifying scores.

Virginia Communication and Literacy Assessment (VCLA) and Praxis Core: Math
http://www.va.nesinc.com/ (All minimum passing scores listed must be met.)
  VCLA (VC099) (www.va.nesinc.com)..............................................470
  Core: Mathematics (5732) (www.ets.org/praxis)..............................150
MA in Education Program Resources

APA 6th edition resources
www.endnote.com/ and www.apastyle.org

Action research project information
www.emu.edu/maed/resources/

The writing program
www.emu.edu/writingprogram/

APA Reference Samples

Double space and indent the second line five (5) spaces. Pay attention to detail (italics, punctuation, capitalization, parentheses, etc.).

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Personal Communication – cited in text only, not included in References:

W. K. Kruger (personal communication, July 6, 2005)